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# THE COURSE OF STUDY

A MONTHLY PUBLICATION FOR TEACHERS AND PARENTS

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## The Plan and Purpose of the Chicago Institute

President Francis W. Parker

IN ORDER to determine properly the position assumed by the Chicago Institute in matters pertaining to popular education, and to make its aims and plans more intelligible, it is necessary to consider carefully the ideal which shapes and controls the proposed work. The following statements are prepared, therefore, for all those who are interested in popular education. Especially are they intended for parents who desire to give their children superior advantages in self-development, and for those teachers who wish to avail themselves of such opportunities as the school affords.

Educational methods are dominated mainly by one or the other of two diametrically opposed ideals: the one, the prevailing ideal of knowledge\* and skill as the central purpose of education; the other, the ideal of character, embodied in citizenship, community life, complete living. The former demands the acquirement of certain stated quantities of knowledge, the amount and value of which are determined at intervals by examinations and estimated in per cents.

An ideal determines and controls all methods and means that go into its realization. Under that of knowledge, pupils and teachers concentrate their energies

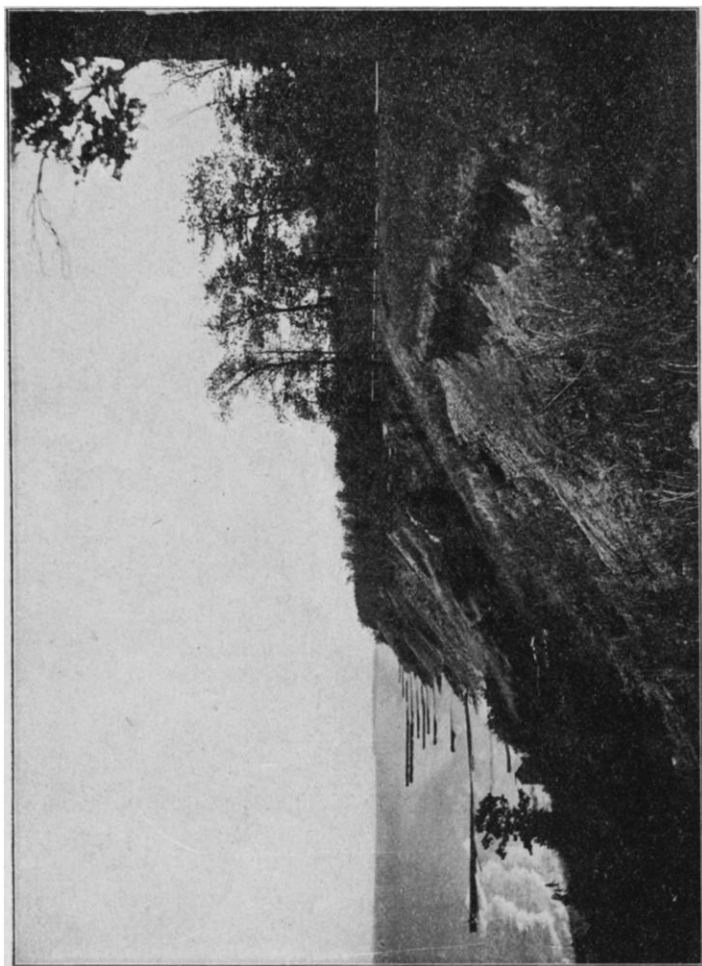
upon the learning of the pages of books, upon certain facts, rules, definitions, processes, and manual skill. The examination, the promotion, and the diploma lead the way, and the essentials of complete living are left in abeyance or to accident. The evils naturally growing out of such ideals are often relieved, however, by the presence of a child-loving, sympathetic teacher, whose personality is superior to defective methods.

The reason why there have been so few student-teachers engaged in constantly studying the child and his needs is that knowledge-gaining requires but few methods; that drill has been the rule, and teaching the exception. There is no "vista of fair things before," no continuous incentive to study, to a school-keeper wrestling with words and high per cents. The cramming process leads to the *en bloc* treatment of children. They are required to learn the same words, to submit to the same examinations, and are promoted at the same time. In the struggle the weak despair, the strong become conceited, and few indeed are educated.

These facts, relieved by many ameliorating circumstances, fairly show the education for which the State spends its millions,

\*Lest any one should interpret these statements as a depreciation of knowledge, it may be well to add that such an inference is in utter opposition to the writer's intention. It goes without saying that knowledge is as essential to the mind as food, blood, and breath are to the body. Knowledge is mental nutrition, upon which all human action depends. But there is a vast difference

between storing up facts for future uses unknown and unappreciated by the pupil, and acquiring knowledge under the incentive of immediate use. Knowledge as an end, or learning for the sake of learning, puts knowledge at its lowest value, while knowledge for expression, use, helpfulness, glorifies learning by making it a personal necessity.



THE SHORE AT WINNETKA  
The Area Selected for the Science Work of the Summer School.

and which furnishes the early training for the citizens of our public.

That character is the noblest outcome of human life is the opinion of all mankind. Codes of ethics, giving common rules of conduct, differ but little from each other. How, then, since character is prized as the intrinsic thing in life, have we so far lost sight of it in education?

It is far easier to follow conventional methods, tracks laid down in the remote past, than it is to break through the bounds set by tradition, and enter into a new light and a new life. The people do not readily change that which has been wrought in them by all the past. The circumstances of our government and society have been unfavorable to the radical changes here proposed. Ideal education into citizenship, until within a few years, has not been possible, even in our own country. The theory of character as the ideal in education is plain, simple, and universally recognized. The practice of the theory, however, requires a decided change in public opinion as to the nature of school work, and above all a radical change in the use of knowledge in the schoolroom.

The ideal school is an ideal community. An ideal community is a democracy, in the purest sense of that pregnant word. Character, constantly realizing itself in citizenship, in community life, in complete living, is the immediate, everlasting, and only purpose of the school. A day filled with refreshing life mirrors the new ideal.

The Chicago Institute has been founded to meet the growing demands for educated, efficient teachers and leaders in all grades of both public and private schools. The purpose of the Academic School is to demonstrate the value of character as the one end and aim of education. While not committed to the defense of any fixed educational creed or dogma, it is the inten-

tion to base the work upon the proposition that character, immediately expressing itself in terms of citizenship, of community life, of society in its best sense, in short, that complete living is the one aim and end of education for American children. This grows out of a belief:

1. That the knowledge acquired through an understanding of its immediate value and use in society is incomparably better than that gained by making the knowledge an end in itself.

2. That the true ideal of community life brings all the human energies into full play and righteous exercise.

3. That order, harmony, and brotherly love grow from within and develop under proper environment and inspiration into spiritual life; that these inherent attributes become organized in character as necessities derived from the relationship of the outer demand to the inner needs.

4. That present good is everlasting good. The citizenship of to-day, if good, becomes better to-morrow.

5. That the duties of citizenship should become life habits. Thinking, working, and doing for others cultivates those qualities, the lack of which now threatens our existence as a republic.

6. That if time and toil are to attain the highest possible results, there must be the greatest economy of effort.

7. That the right environment of the child brings the good in him into full activity and allows the bad to die of disuse.

8. That through a proper development of selfhood the tendency to selfishness may be banished.

9. That every child, through the use of his knowledge and skill in the help of others, may feel at once and always the highest purpose of life and living.

10. That such an education is absolutely moral in its every step of development.

Educative concentration is the bringing to bear of all proper means to realize character in complete living. Knowledge-gaining as an end dissipates the energies of a teacher and of a faculty, but character as the ideal concentrates and unites them. Concentration in this sense leads to the search for that knowledge which best nourishes the activities of the child at every stage—for that knowledge needed for use, which is usable at every step and becomes everlasting in its use.

Knowledge is glorified by its function. What blood and breath are to the body, that is knowledge to the spiritual life—not an end, but an intrinsic means. One question is ever before the teacher, Is the pupil made better through the use of his knowledge and skill?

Correlation is the inevitable outcome of concentration; it is the universal rule in all affairs except in education. The architect, for example, puts into the edifice all things in their proper place and proportion; brick, mortar, iron, stone, wood, and glass go where they are needed. But in the ordinary school the materials designed for the social structure are tumbled together in a promiscuous heap.

Since concentration and correlation are fundamental doctrines of the new school, it is proper to indicate in some detail how the work planned for the institution will be organized so that the children and older students may have the best means of developing their bodies and minds in educative play and work.

**The Faculty** In the outset it is recognized that the intrinsic worth of any school lies in the quality of the work done by its teachers. It is the design of the Chicago Institute to bring together experts in the profession of teaching. The faculty will form a compact organization for the purpose of studying together the practical problems derived from modern educational

needs, and of applying the results of their study in the actual work of the classroom.

The head of each department will have charge of the psychology and pedagogy of his subject. Every teacher is to contribute toward the realization of the ideal of the school all he is, all he knows, and all he can do. He is to penetrate the whole faculty with his ideas, demonstrating in theory and in practice the educational use of his subject and its relations to all other subjects taught. Such investigations will have in view the gradual development of an American policy in education, under which may be realized the highest ideals of life in the republic.

The majority of the teachers selected have been members of the faculty of the Cook County and Chicago Normal School, some of them for a period of ten years or more.

**General Plan** It is proposed, therefore, to devote much attention to all the problems relating to social life, to instruction, and to school management, which arise in work done in the elementary, grammar, and secondary departments of the Academic School; to study the child and supply his needs, and in doing so to cultivate in him the highest ideals of which he is capable.

Under the domination of mediæval ideas and methods, the outcome of social and governmental conditions very different from our own, the school life of the child is often barren and empty. It is entirely reasonable that life from the beginning should be full and rich; that it should be full of work and play, and rich with the best that society can bring. Ordinarily, the child has two streams of thought, one rising in the home and the other in the school. These streams rarely join, but flow in parallel lines, the one full of bounding life and absorbing interest,

the other weak, fluctuating, and often interrupted or obscured by the volume and genuine vigor of the former. The reason for this is that school life, as a rule unnatural and abnormal, does not appeal to the best instincts and intuitions.

Education into freedom implies a recognition of the pupil's right to the privilege of initiative. Because of this, it is sometimes charged that the new education believes in merely amusing children by truckling to whims. There could be no greater mistake. Play and amusement are educative, and deserve a place; but the new education recognizes educative work as being something different, but absolutely essential to true and healthful growth. It merely proposes that the pupil, first and last, shall acquire in a natural manner, and shall constantly deal with, images of genuine value. Such images are essential because they always create a desire in the pupil to put himself into life, and they drive him into an immediate attempt to do so. The school environment, therefore, should arouse in the child that which is best. As a member of a co-operative community in which each little citizen feels himself to be influential, the child is led to become a student of the best interests of all.

**Subject-Matter for Study** There are two main subjects of study—man and nature. The two are really one in the realm of creation. There are no dividing lines across this domain, except those drawn by man, sometimes for convenience, but more often through ignorance and conceit. Subjects have been classified and isolated in the past under the ideal of making knowledge the end of education. Under the character ideal they are correlated, and science, geography, and history, and all that they include, are really one. Each study is thus made to enhance all the others. The child begins

no new subject, for subjects are always new; nor does he ever drop a subject because it is old. One step leads to another, and the answer to one question becomes the opening to a new one. The child finds for himself every possible thing, and his investigations are encouraged.

**What Shall Children Study?** All thinking which represents growing life has its infinite source in the study of man and nature. The child begins with eager observations in the home and in society, in the fields and the woods. These fill his growing mind with activity; he learns, imitates, originates; he enters school with senses in full tide of action. With mind healthy and ready for knowledge and expression, shall the environment of the child be changed radically from a natural to an artificial one? Shall his real life be cast aside, and his thoughts and his knowledge be left in abeyance? Or, shall the teacher use what the child is and what he can do in the further expansion, enrichment, and interpretation of his natural environment? As to this, in theory at least there seems to be no question. The child should have that which he can apprehend, assimilate, and use. The school which he enters should be a broader and deeper life. Stimulated by companionship and by social demands, directed by his teacher, his soul longs for that knowledge which he can use for the good of others.

What shall be the source of his nourishment? That knowledge which is related to what he already has and what he needs for immediate use. Such knowledge alone is nutritious. As his senses develop and his powers unfold, the pupil's observation improves. In school the subjects of man and nature must be continued, and should be made more educative, because the teacher is there. The child must feel that all he has ever learned, all he has

ever done well, is a part of his education; that he is learning at home when he is helping his mother, doing work that makes home more comfortable, happier, and better. Home life and school life thus become one in direction and purpose.

On the other hand, in expressing himself, in realizing himself in his attempts to put himself into life, the pupil must make use of all the means that have yet been devised by the race. The different modes of expression have no mental or moral value in themselves. Everything depends upon mental activities aroused by these processes. They may be used as forms, and as forms alone. They may express low, vicious thought, or they may be means of developing by their action and reaction the highest and best thinking. The different subjects of study, therefore, are all absolutely essential to the child's development.

The answer to the question, then, What will the children study in the new school? is very simple: Everything they study anywhere else. There may be a vast difference, however, in the manner and in the purpose of the study.

**Reading** The pupils will use reading from beginning to end, for reading is one of the chief means of developing educative thought. Without reading there can be but little progress in education. But instead of spending weeks and months and years in learning the formal part of reading for the sake of reading, with little or no thought, the child learns to read when the printed words best help him in thinking. Behind the purely formal reading there is little or no thought; the incentive is small, the interest slight, and the purpose feeble. The impelling power is left out, and, therefore, learning to read is made long and tedious. It has been found that children can learn to read as they learn to talk, and we know they talk when they have something to say. Instead, then, of the child's

being plunged into a labyrinth of empty words, his mind is aroused and quickened by vital, interesting thought in science, geography, and history, and out of these in a perfectly natural way come the learning to read and the reading.

**Writing** All writing should express educative thought, and that this may be unobstructed, the pen must move with perfect ease and freedom. Correct writing includes spelling, grammar, capitalization, and punctuation. Instead of learning the formal rules and definitions of grammar as a preliminary, the child should use language continually in writing and speaking. Spelling, as well as capitalization and punctuation, is learned by expressing thought correctly. He learns the correct forms of language by using them. He cultivates style while writing under the criticism and correction of the teacher. Writing may be used, therefore, from the beginning as a direct means of thinking.

**Mathematics** The whole universe is undergoing incessant changes. From the smallest that momentarily occur to those that may be spanned only by infinite lapses of time, the presence of force is suggested and implied. The study of nature becomes eventually the study of force, and this can be imaged only by the aid of mathematics. Furthermore, it is by this means alone that the industrial and commercial relations of man can be properly determined and permanently established. Environed, therefore, by a life whose facts and phenomena must be constantly numbered and measured, as the pupil is permitted to become a real partaker in that life, there will be less and less excuse for his time being so completely absorbed by meaningless problems, by the thousand and one devices, mere tricks of the hour, that fill the arithmetics now in use in the schools. The old traditions of arithmetic-teaching, which deal mostly with the nature

of processes, possess the schools, and hold the minds of most men as in a vise, and cannot be gotten rid of in a day. But mathematics should be treated from the beginning as a means of enhancing thought that is worth the thinking in the immediate present.

What is said of mathematics in general may be asserted of all its divisions. In the proper study of form, and in the determination of relations, the elements of geometry and algebra take an important place in early education.

**Art** Art is doing well anything that is worth doing. The great saying, "He that doeth the will shall know of the doctrine," is fundamental in education. There must be actual and effective expression of thought through the bodily agents. Form is a universal means of manifesting thought. Through form we study energy, but form is a means, not an end. Modeling is a direct means of the study of form in all subjects. Color is the emphasis and ornament of form, and painting offers the best means of studying it. It is a study of form through tints and shades. Drawing requires the analysis of form. Art will have a great place in the new school.

**Manual Training** Every nerve center in the body demands manual training. It develops the mind and at the same time strengthens purpose, for all things made should enter into the life of the little community and into the life of the home. Children delight in manual training, because they love to make things, and to make them for others. The children will enter manual training in the kindergarten and carry it through all the grades.

**Physical Culture** The health and vigor of the children and of the students is all-important. A strong, supple body in which all the organs perfectly perform their functions; a body that feeds the brain with blood for the highest thought and

complete action; a body under the domination of the will and readily responsive to it; a body that wards off or conquers disease, and makes the highest and most prolonged self-activity possible—such a body is the sure foundation of all that is good and right. Physical exercise in the gymnasium and out in the free air, in concerted work, and in individual and corrective movements, is to be the basis of the bodily refreshment of the school. Sports and games bring children close together in wholesome rivalry and hearty sympathy. Educative play banishes class distinctions, and the individual stands out for what he is really worth. All the exercises of the school are to be made essentially conducive to health and personal vigor.

**Music and Speech** The child enters school with gestures in full play, with a certain command of speech, and often with some skill in music. These modes of expression have been acquired spontaneously in meeting the needs and instincts of the child. Dramatic speech and music have a prominent place in expressing the emotional nature, but they, as well as all other modes of expression, are worthless unless they represent the actual feelings and experiences of the children.

**Modern and Ancient Languages** Language furnishes one of the fundamental means by which a nation may be studied; it shows in itself the thought-action of a people. Modern and ancient languages will have an important place in the Chicago Institute. "A modern language," says Richter, "is the mirror in which you see your own language." When the time comes for a child to learn a foreign language, he will learn it by speaking and reading it, just as he learns English. Speaking and reading will not cease at the end of a year or two; it will be carried through all the grades. The reading should be derived from a study of all sub-



jects. The meaningless jumble of words used in teaching language is to be set aside, and there is to come a real living use of the language that will make the child love the literature of a foreign nation.

Latin is the inner explanation of great people who lived long ago, and we can largely understand them through their language, unless the obstructions of grammar and definitions stand in the way. Grammar and definitions are necessary, but they come into the warp and woof of the work, instead of standing out by themselves. At the right time children can read Cæsar with avidity and intense pleasure. If they have back of them the geography and images of Helvetia and Gaul, with a good knowledge of Roman history, then with the advent of Cæsar they will love to study his words.

The same is true of Homer. The child studies Greek myth and Greek geography and history. At the proper time he ought to hail with delight the immortal epic.

### **Books and Appliances for Study**

A carefully selected library of sixteen thousand volumes testifies to the esteem in which books are held in the Chicago Institute. Text-books that open up subjects of study and guide investigation, that contain descriptions of nature and man, and that hold the treasures of literature and art, will be freely used. Those whose pages must be memorized for recitation will have but little place. Laboratories in biology, physics, chemistry, geography, and domestic science are being equipped with the most modern appliances to facilitate the individual investigations of pupils and teachers. The parks, the city, and the surrounding country will furnish a boundless supply of material for study, and an endless variety of questions to be answered.

**Co-education** The boys and the girls will be educated together. The ad-

vocates of the system which separates the sexes during this period of life have nothing to show in results, either in school life or in the society of later life, that warrants the position they assume. On the contrary, the Chicago Institute maintains that the natural and constant association of boys and girls in interesting, healthful work and play is necessary to lay deep the foundations of mutual respect.

**Tests and Results** On the part of the teacher every recitation will be an examination, and all the work of the pupils and students, estimated in terms of character, will measure their progress and determine their standing.

On the part of the parents these questions should be considered: Do the children grow better in home life and home work? Are they more helpful, more forbearing, more sympathetic, more reasonable, more intelligent? Have they better taste and a greater feeling of responsibility? If these questions can be answered in the affirmative, then the work of the school may be adjudged successful; otherwise it is a failure.

The school always will be open to parents, and the teachers will stand ready to consult with them regarding the pupils, with a view to a better mutual understanding. It is important for the teacher to get the standpoint of the parents in regard to the children.

Special attention will be given to dull and backward children. It is a well-known fact that dullness and backwardness are usually associated with some physical weakness. Physical training, manual training, music, and art are the natural means by which mental defects may often be effaced.

The new education differs from the old in aim, methods, and means. There must be indeed the new teacher for the new

education. The trade of teaching rarely fits one for the art. The profession of teaching is the art of all arts, and the teacher must be preëminently an artist.

This presentation of the aim and plan of the new school is not the mere statement of a theory, but represents possibilities that have been demonstrated by its teachers in the past.\* It is sometimes supposed, however, that as the attempt is made in school work to be more philosophical, the results become less practical

in their relations to the affairs of everyday life. This is a mistaken idea. The distinct purpose of the Chicago Institute is to train and equip its pupils so that all the usual demands made upon them as individuals and as members of the social body may be met in the most effective and, hence, the most practical way. It offers no inducement to any who would seek to realize the high ideals of life by any means except through hard and persistent effort.

## The Course of Study

It is the purpose of "The Course of Study" to present in theory and practice a full exposition of the work of the Chicago Institute in the Academic and Pedagogic schools. This exposition will be continuous, and will consist of a monthly record of the work done in all grades and departments, prepared by the teachers of the grades and departments.

"The Course of Study" will be at once the curriculum, guide, and text-book of the students in the Pedagogical School, and a means of preparation for all persons who propose to attend the Chicago Insti-

tute. It is also intended to meet the needs of those parents who care to know, month by month, the theory and details of the work of their children in the Academic School. Persons who wish to study the new education will find many practical suggestions as to the application of its fundamental principles to daily school-room work.

This number contains the syllabi of the summer school. These syllabi, however, furnish a preliminary study of the work to be done in all departments of the Chicago Institute.

## Syllabus of a Course of Lectures upon the Philosophy of Education

Francis W. Parker

"The school is society shaping itself."

"Education is not a preparation for life; it is life." Dr. John Dewey.

"Put into the school that which you would have the state." German motto.

### I.

The purpose of this discussion is to examine existing educational aims and methods, and to establish the following propositions:

1. Education should be the evolution of self-government.

2. Social duties and responsibilities alone develop the habits and character essential to citizenship.

3. The school should be an ideal community and every pupil should, to the best of his ability, exercise the functions of citizenship.

4. The evolution of citizenship and the growth of the ideal community demand complete physical, mental and moral activities on the part of each pupil. Community life de-

\*In the Cook County Normal School and the Chicago Normal School.